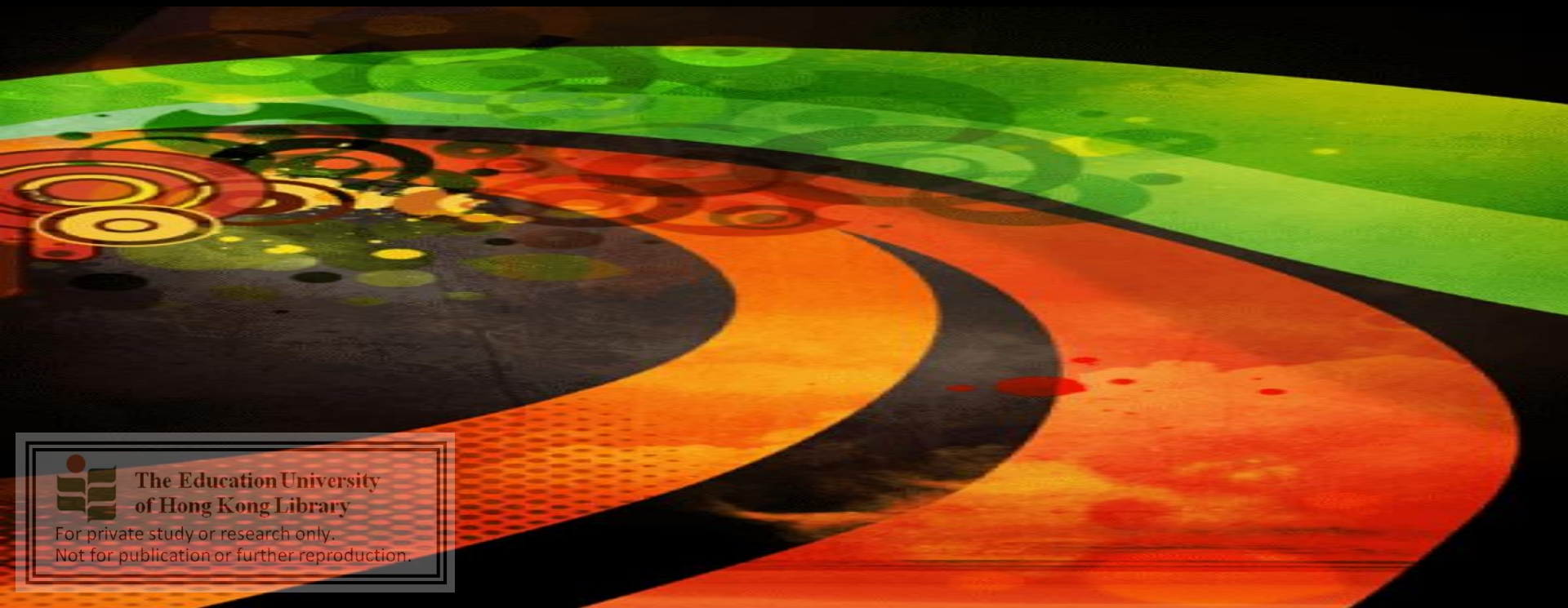
The Rise, Fall and Reprise of

# MOOCS

## What Every Teacher Needs to Know

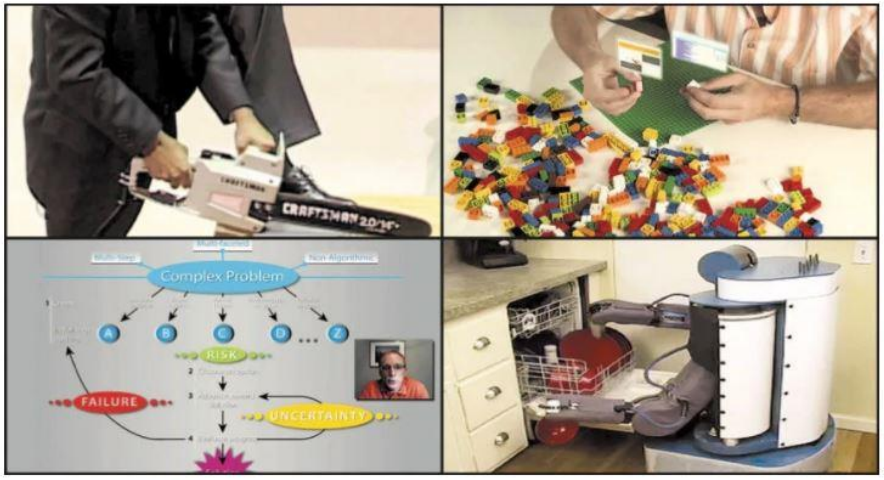


The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

The Education University
of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

The New York Times

# The Year of the MOOC



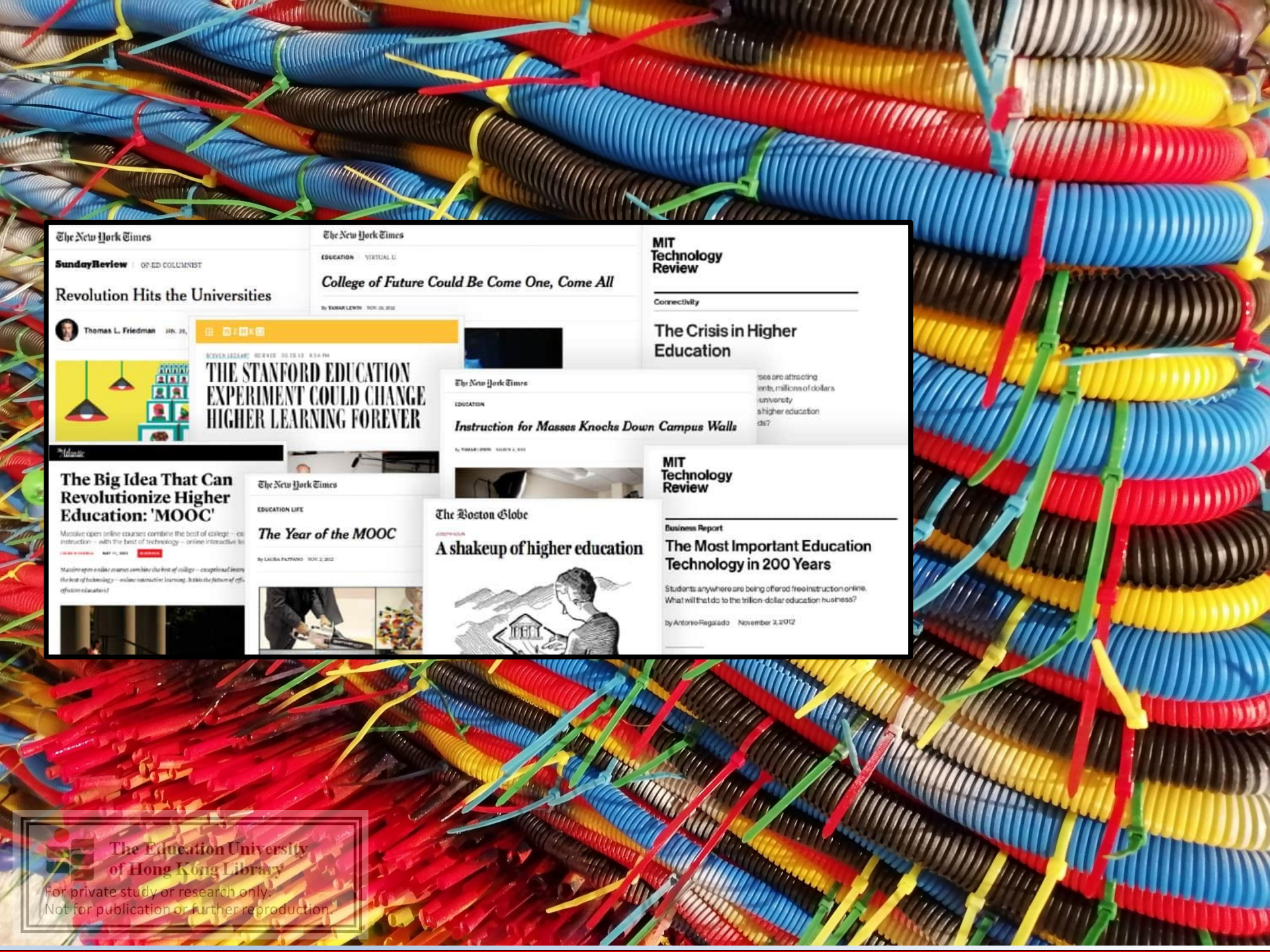

Clockwise, from top left: an online course in circuits and electronics with an M.I.T. professor (edX); statistics, Stanford (Udacity); machine learning, Stanford (Coursera); organic chemistry, University of Illinois, Urbana (Coursera).

By Laura Pappano

Nov. 2, 2012

IN late September, as workers applied joint compound to new office walls, hoodie-clad colleagues who had just met were working together on deadline. Film editors, code-writing interns and “edX fellows” — grad students and postdocs versed in online education — were translating videotaped lectures into MOOCs, or massive open online courses. As if anyone needed reminding, a row of aqua Post-its gave the dates the courses would “go live.”

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.



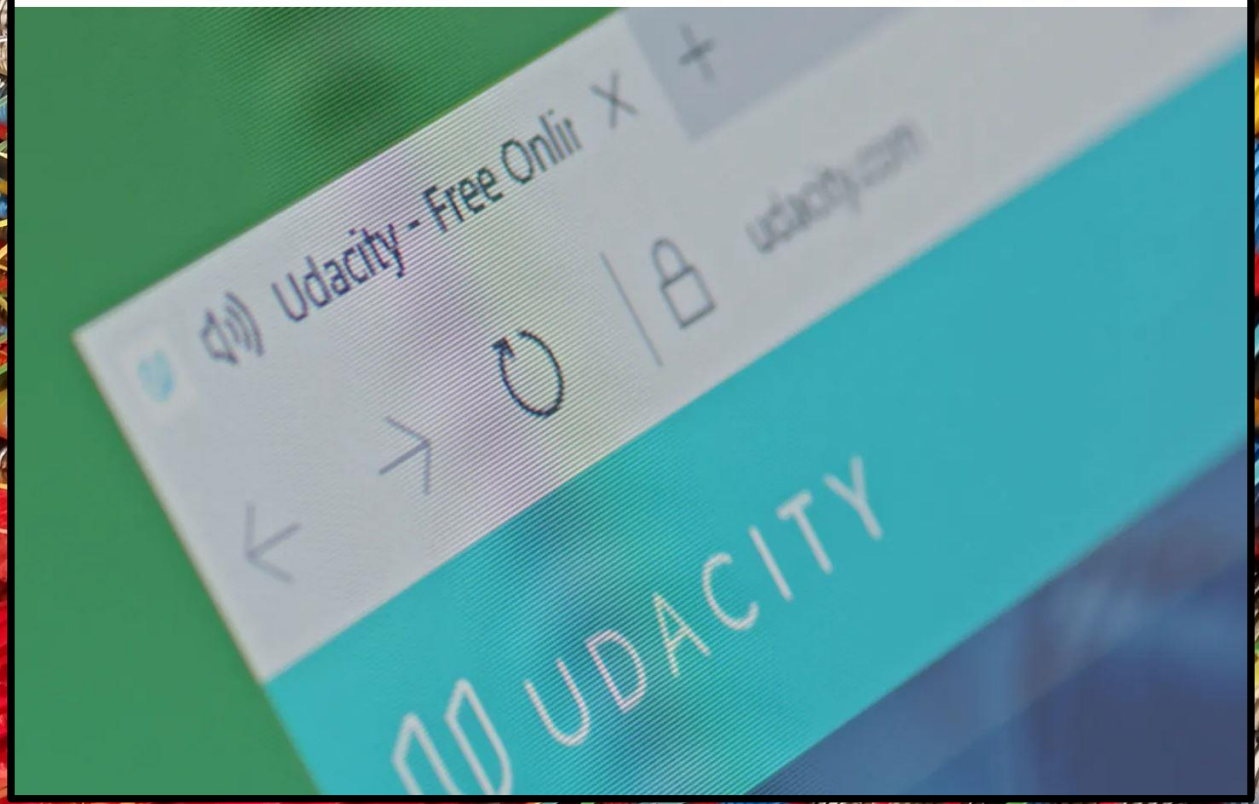

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

EdSurge News Research Events Jobs Board More Newsletter

DIGITAL LEARNING IN HIGHER ED

# Udacity Official Declares MOOCs 'Dead' (Though the Company Still Offers Them)

By Jeffrey R. Young Oct 12, 2017




The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

# The MOOC is not dead, but maybe it should be

This article is more than **2 years old**

ANALYSIS | 4/04/18

Is the MOOC really dead - or is that what a fool believes? asks Rolin Moe.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

The New York Times

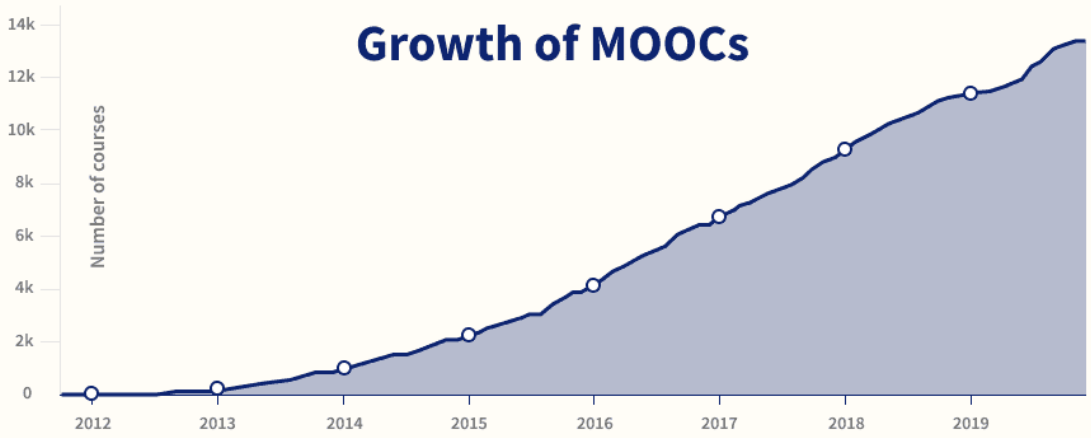


# *Remember the MOOCs? After Near-Death, They're Booming*

The pioneering online learning networks offer hard-earned lessons for what works and what doesn't with online education.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

CLASS CENTRAL



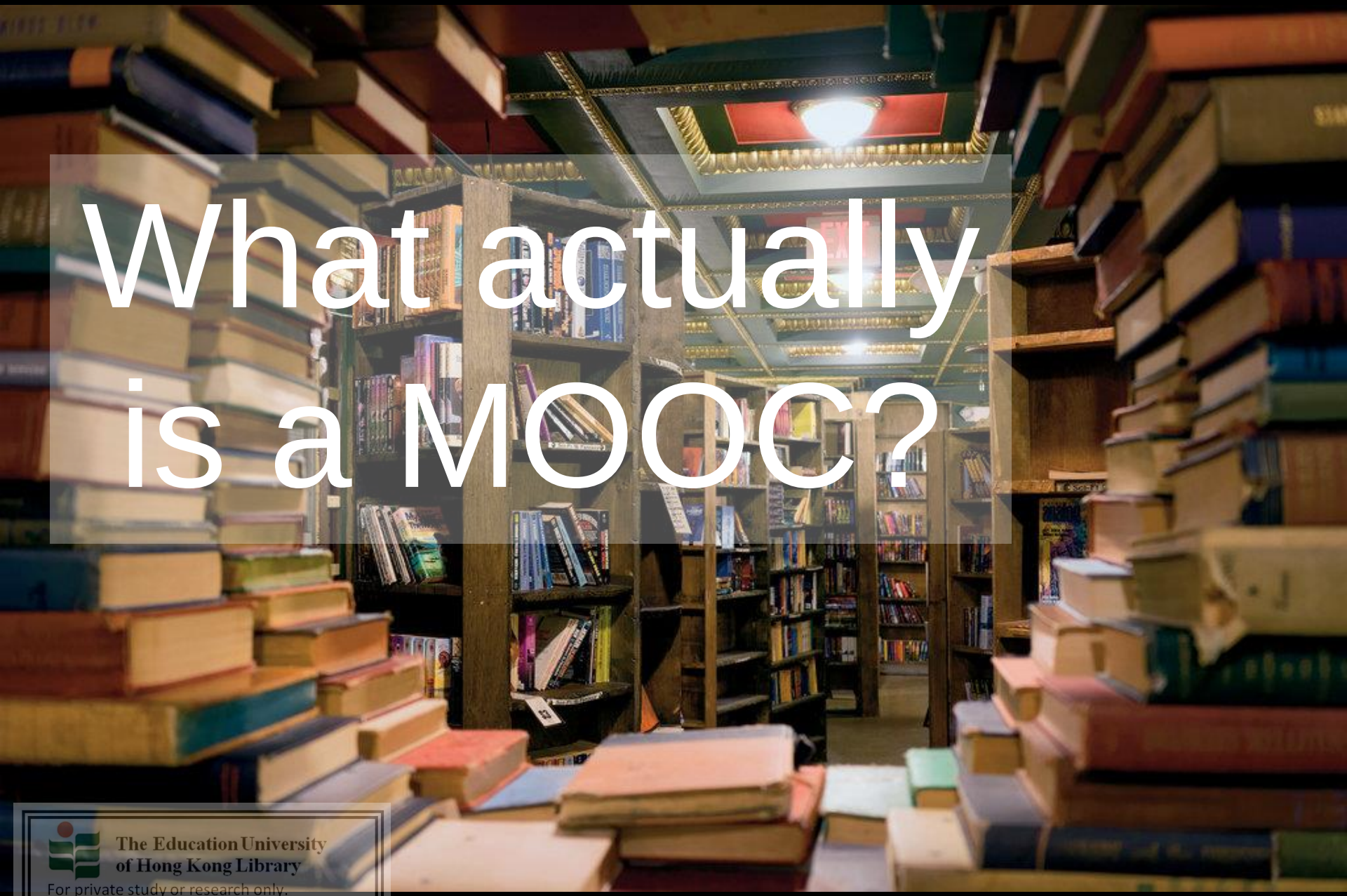

By the Numbers: MOOCs in 2019

*Statistics do not include China*

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.




The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

# TYPES OF MOOCs

## 1 xMOOC
**The most common MOOC model**

The "x" represents a commercial MOOC, that is, offered through commercial or semi-commercial platforms such as Coursera, edX and Udacity.

These MOOCs emphasize a traditional learning centered in playing videos and conducting small test-type exercises. The course is developed around a homeroom teacher and basic curricula.

## 2 cMOOC
**Connectivity MOOC**

The "c" stands for connectivist MOOCs. These cMOOCs were the first to emerge. These courses emphasize creating knowledge through students, on creativity, autonomy, social and collaborative learning.

Courses are similar to postgraduate seminars: subjects are just a starting point to engage in discussions among participants, and therefore, the main part of learning resides in the interaction among them.

## 3 DOCC
**Distributed Online Collaborative Courses**

In these courses, material is distributed among students from different institutions, but the management of these courses varies, because the DOCC model is not based on a pedagogy centered on a single "expert" or institution in particular, but rather the contrary, DOCC are built from the experience of participants coming from diverse institutional contexts. Students can communicate online with their classmates in other schools.

## 4 BOOC
**Big Open Online Courses**

These are similar to xMOOC, but the course is limited to the number of participants (usually no more than 50 students.)

## 5 SMOC
**Synchronous Massive Online Courses**

The differentiating factor of these courses is that they're live classes, and students are connected online simultaneously.

## 6 SPOC
**Small Private Online Courses**

SPOC use the same infrastructure of MOOCs, although their scope is not massive and can include closed elements in their contents. These courses have a limited number of participants, similar to BOOC but, with student-teacher interactions based on the conventional classroom model. In fact, they're similar to the flipped classroom model.

Tecnológico de Monterrey

OBSERVATORY of Educational Innovation

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

# 10%

## COMPLETION RATE

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

# AFFORDANCES

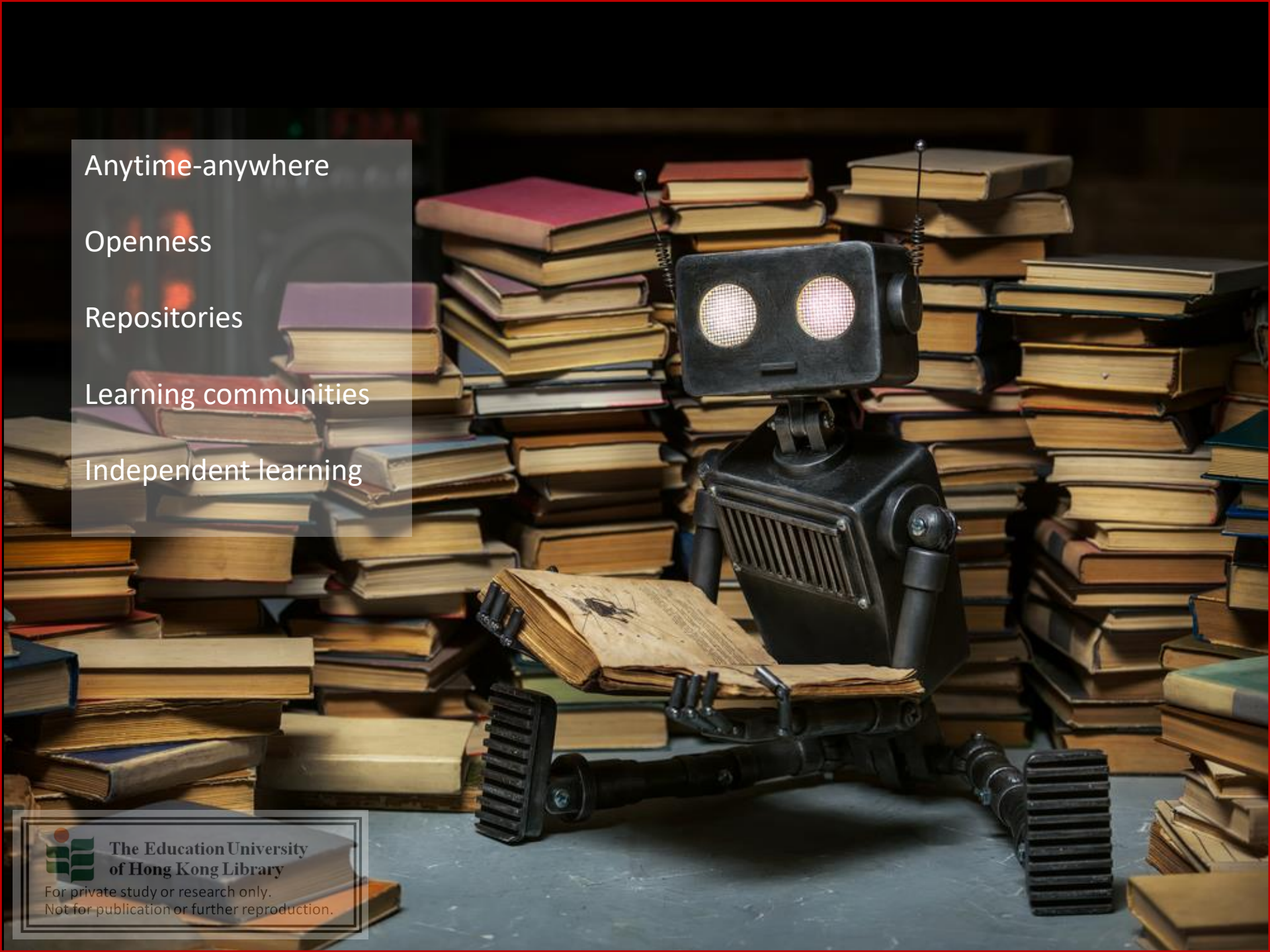
The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

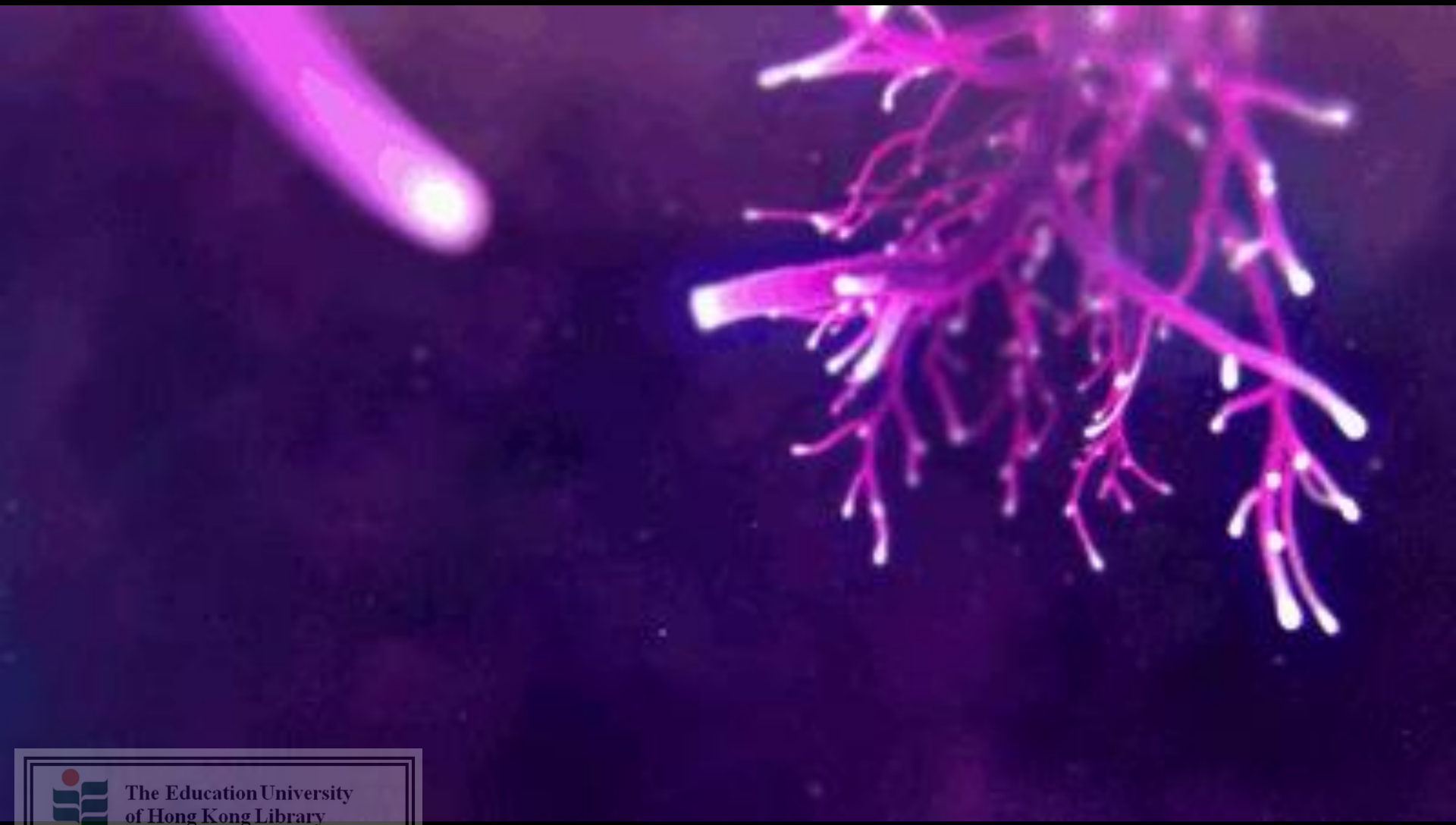



The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

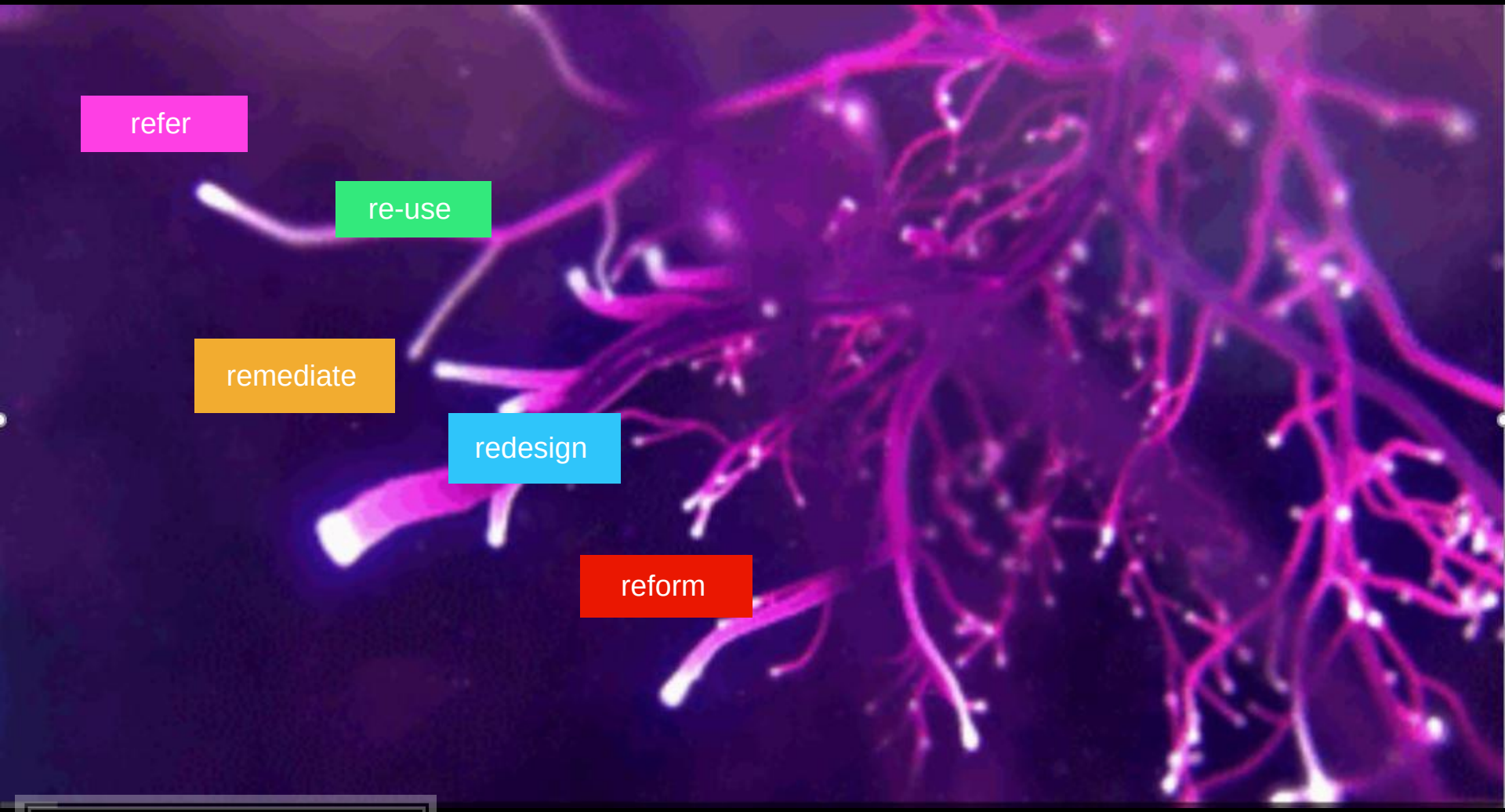
The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

# OPTIONS FOR TEACHERS



The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

# OPTIONS FOR TEACHERS




The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

# OPTIONS FOR TEACHERS

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

# OPTIONS FOR TEACHERS

refer

| Refer learners to MOOC content external to the course | |
|---|---|
| Quality Control | Have you taken MOOCs yourself? What did you enjoy and dislike? How does this course stack up? |
| Needs Analysis | What learner needs does this course meet? |
| Support | How will learners know if and when to take it? How will they know if they are doing well? |
| Integration | How will you avoid overlap? |

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

# OPTIONS FOR TEACHERS

re-use

| Use a (part of a) MOOC to replace some of the course content | |
|---|---|
| Quality Control | Does the quality meet your standards? If not, can you adapt the content or provide additional resources? |
| Support | Are the processes in the MOOC content similar or different? Do learners need training? |
| Integration | How will you make connections to and from the imported content? |

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

# OPTIONS FOR TEACHERS

remediate

| Use a (part of a) MOOC for remedial support | |
|---|---|
| Personalisation | Who will know what to do when? |
| Support | How will learners know how to best make use of the resources?<br>How will they get feedback? |
| Integration | How will you monitor progress in relation to course outcomes? |

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

# OPTIONS FOR TEACHERS

redesign

| Use the MOOC to redesign and enhance your course | |
|---|---|
| Augmentation | In what ways could the course benefit from MOOC affordances, in particular<br>- anytime/anywhere access<br>- learning communities<br>- Opportunities for developing autonomy |
| Preparation | How will you prepare learners for different ways of working? |
| Support | How will you monitor progress and provide support when necessary? |
| Evaluation | How will MOOC learning impact how learning progress is measured? |

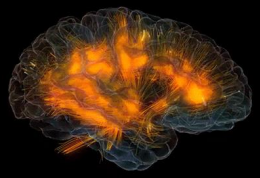
The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

# OPTIONS FOR TEACHERS

reform

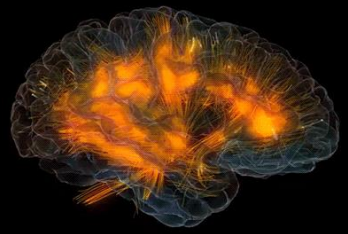
| Use the MOOC to reform pedagogy | |
|---|---|
| Transformation | What pedagogical principles could be explored in the new ecology, combining the MOOC with the course, leading to new practices?<br><br>- Learner-driven<br>- Community-orientation<br>- Facilitated as opposed to instructed |
| Preparation | What new skills and attitudes to learning are needed? |
| Support | What alternative types of support may be needed? |
| Evaluation | How can we draw on the Big Data MOOC(-supported) learning environments generate? |

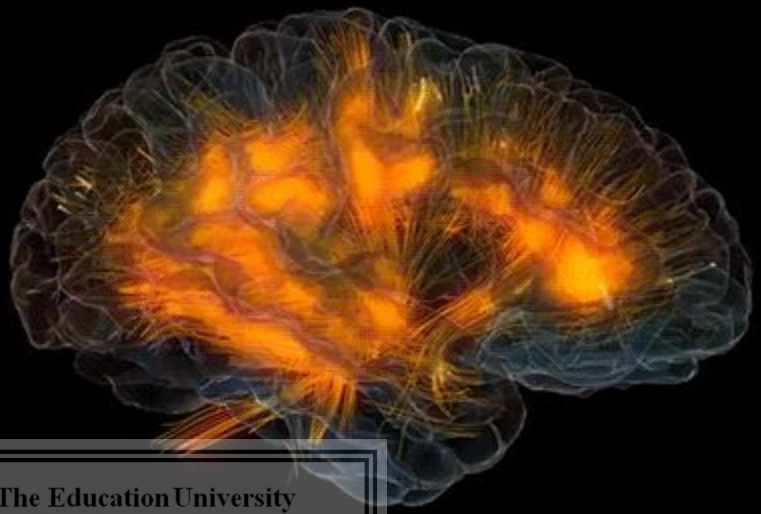
The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.



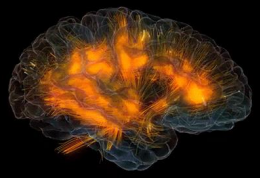
# Key questions

- What could you do with a MOOC that you can't (easily) do without?



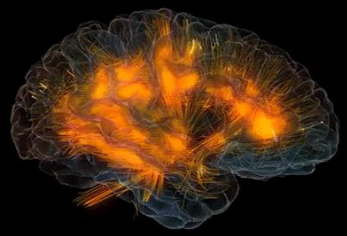


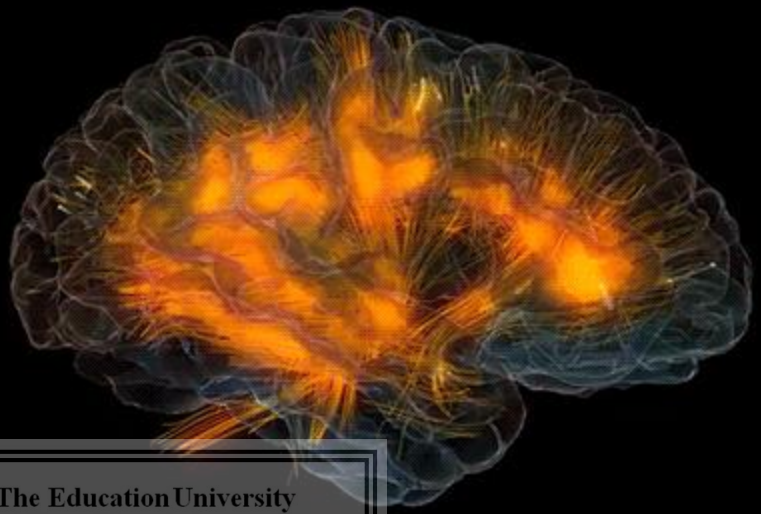
The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.



## Key questions

- What could you do with a MOOC that you can't (easily) do without?
- Will you be open to changing your pedagogical beliefs and practices?





The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

**www.innovationinteaching.org**
/eduhk.pdf

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

# Keep in touch!

twitter hayoreinders

LINE drhayoreinders

hayoreinders

TALK hayoreinders

hayoreinders

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.